



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

picture and thus demands a responsive feeling. Thus ends the speaker's attitude of talking face to face with his auditor; the individuality is now complete, and he takes the responsive attitude along with his hearer and responds for him.

The expression of the responsive feelings falls within the last class of mental phenomena. The feelings provoked by the individual are always peculiar and defined, and determine the form of the expression. These expressions are nothing more than comments on the individual, and herein is the explanation of the other figures, sometimes called "the bolder figures." They are used by the speaker in the responsive attitude, and are made up of the elemental figures already named. They are not figures of speech in the same sense as the simile, the metaphor, or synecdoche, but rather figures of Thought, or figures of Conclusion. Irony is an expression of feeling relative to an individual; Innuendo is a different kind of expression; Hyperbole exaggerates; Apostrophe addresses as present; Vision beholds, and so on through the list.

The elemental figures of speech are Simile, Antithesis, Metaphor, Personification, Metonymy in its forms, Synecdoche in its forms; the other rhetorical figures are compounded of these. The elemental steps are often supplied by the occasion and various circumstances; but this discussion has kept in view a recipient mind unprepared by anything to anticipate what was being communicated.

JOHN PHELPS FRUIT.

*Bethel College, Russellville, Ky.*

---

*Einführung in das Studium der Englischen Philologie* mit Rücksicht auf die Anforderungen der Praxis von DR. WILHELM VIETOR. Marburg, 1888.

In the pamphlet of sixty-odd pages now laid before us, the author of the well-known 'Elemente der Phonetik,' and of that practical little work on 'German Pronunciation, Practice and Theory,' presents the leading points of lectures delivered in the winter of 1886-87. The work is pedagogical in character, designed

for the assistance of German *Kandidaten* who are preparing to enter the department of English as instructors in the schools and universities of Germany. As in the works alluded to, VIETOR has here given some very practical and suggestive hints to those for whom the essay is intended.

A preliminary chapter is devoted to a justification of the author's theory, that in preparation for the work of this department a thorough acquaintance with the spoken language of to-day is as essential a qualification as is an understanding of the subject on its historical, its evolutionary side; and, furthermore, that it is with the former that we ought really to begin. In other words, English, or English philology, is scientifically studied only when approached as a spoken language, that is, through its phonetics.

"If our present wretched system of studying modern languages is ever to be reformed, it must be on the basis of a preliminary training in phonetics, which would at the same time lay the foundation for a thorough practical study of the pronunciation and elocution of our own language—subjects which are totally ignored in our present scheme of education." So said HENRY SWEET in the preface to his 'Hand-book of Phonetics,' in 1877; and this confession of faith served VIETOR as a motto in the 'Elemente der Phonetik,' in 1884. The view here advocated is the view adopted by philologists the world over; it now remains to be seen whether or not, with a persistency that sometimes seems like obstinacy, our leading philologists are to be tempted into the asserting of over-fine distinctions and the assumption of a pronunciation not so typical as its adherents claim, thus making the study of practical phonetics a cause of confusion and misleading, with more of theory than of fact to support its arguments. Such a charge cannot, however, be brought against the writer of the pamphlet, although his interest in this department is everywhere apparent.

The pronunciation of English is the subject which naturally calls for treatment in the second chapter of VIETOR's work; and the question, what is standard English, is there quite reasonably discussed. German philologists generally have adopted the pronuncia-

tion of the capital as their type; not altogether because London possesses the authority in this respect which every metropolis has a right to claim, but especially for the reason that ELLIS and SWEET have taken the pronunciation of educated London as a standard in their familiar works on English sounds. But London speaks more or less a dialect. VIETOR cites, indeed, TITO PAGLIARDINI ('Varieties of Pronunciation,' London: Pitman, 1882), who distinguishes six dialects at least: ranging from that of Belgravia, the Exquisite, to the vernacular of Billingsgate itself. Moreover, while he approves most heartily of SWEET's little text-book ('Elementarbuch des gesprochenen Englisch von HENRY SWEET, Oxford and Leipzig, 1885), VIETOR does not hesitate to recognize the fact that SWEET is occasionally weak in the matter of pronunciation; and he therefore urges the simultaneous use of BELL's work ('The Elocutionary Manual' by ALEXANDER MELVILLE BELL, 4th ed., Salem, Mass.: James P. Burbank, 1878,)\* which, based as it is upon a pronunciation more characteristic of the north, is calculated to assist in the detecting and discarding of the distinctive Londonisms which here and there detract from the authority of the standard advocated by SWEET.

The third chapter treats of acquaintance with and mastery of the language in its details. Evidences of the practical nature of the work appear abundantly here—its practical suggestiveness to German students, let it be remembered. As for instance, when the writer says (p. 33): "Sehr wahrscheinlich wird er beim Schreiben zum Wörterbuch, wenn nicht gar zur Grammatik greifen. Dann frage er sich ernstlich, ob er nicht, statt 'aus dem Englischen heraus' 'ins Englische hinein' schreibt, d. h., ob er nicht deutsch denkt und ins Englische übersetzt. Ist dies der Fall, so gebe er sich damit zufrieden, dass er mit der praktischen Spracherlernung so ziemlich von vorn anfangen muss. Das Wörterbuch wird ihn fünf unter zehnmal doch in die Irre führen. Denn wie will er wissen, ob er das passende Wort trifft?" The author quotes one or two examples to illustrate: "*clean* and *unclean* rhymes;"

"the regular *quadruped* iambus;" and, vice versa, "*in der UHR des Bedürfnisses*."

The chapter contains a useful bibliography of the leading text-books, and of standard literary works adapted to the student's purpose; and closes with a list of the principal English periodicals together with an indication of the characteristic peculiarities of each.

Chapter IV is devoted to a discussion of the methods to be followed and the helps accessible in the historical study of the language and the literature. The student is advised to adopt in connection with his *Hauptfach* English, German and French as his most natural, and even necessary, *Nebenfächer*. It would indeed be well if American philologists would take this advice to themselves, for the absence of a knowledge of Old French has too frequently proved a very serious defect in the equipment of those devoted to departmental work in English.

In the closing chapter VIETOR concludes his work with a few thoughtful words upon the pedagogical requirements of the teacher's calling, and directs attention to the dignity and scope of the profession. He admits, regretfully, that the dreaded *Staatsexamen*, rather than the inspiring vision of a congenial field of future usefulness, will exercise the strongest influence on the work of preparation, and that haste and superficial study will in many cases reveal themselves in the results.

As will be readily seen, this little book of VIETOR's is nothing more nor less than a brief pedagogical essay on the study of English as a specialty. To a hasty reader it may appear both finical and unnecessary; but one who is familiar with the conditions and the methods of preparing for such work abroad, will appreciate the utility and appropriateness of the unpretending pamphlet just examined. It will be useful to the specialist for its bibliography, which is voluminous though somewhat scattered; it may be of interest to the general reader also, by reason of its constant reference to the governmental requirements made of every candidate who aspires to an instructorship in this special branch. The book is indexed.

W. E. SIMONDS.

Cornell University.

\*The publisher's address at present is at 183 High Street, Boston, Mass.